**Possible Guiding Questions:**

**Strategic Discussions Between Supervising   
Administrators and Principals**

**06/28/13 - DRAFT**

*This document utilizes the components within the Framework for Leadership to provide possible guiding questions for strategic discussions that occur between a supervising administrator and a principal. In addition, the document is intended to help clarify framework components. Note that a few of the guiding questions also provide linkages to the Danielson Framework for Teaching in order to establish a level of connectedness among the two frameworks.*

*Please note: The questions identified here are provided to spur some thoughts as to the individual discussions that occur between a supervising administrator and principal. The actual discussions that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.*

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| **Leadership Framework:**  **Domain #1 Strategic/Cultural**  **Leadership**  *1a. Creates an Organizational Vision, Mission, and Strategic Goals*  **Discussion Focus: Planning and Preparation**  **Key Point: Shared ownership for school/district goals** | **Possible Guiding Questions:**   * How do you articulate the Vision and Mission of your school so that it is understood? * How will you celebrate short term wins? * What is the goal setting process in your school? * How has your school community helped you to determine these goals? * How are your school’s goals related to the district goals and the goals for continuous academic improvement? * What are the barriers to your goals and what can you/we do to minimize them? * What opportunities have you used to engage your teachers in collaboration relative to vision, mission, and strategic goals? * How do you measure fidelity to your goals? * Give an example of a time a plan failed to achieve the expected outcomes. What happened? How are responsibility and credit shared openly? * Is your vision: * Achievable/doable? * Focused on results that lead to accountability? * Measurable? * Simple and clear? * Actionable? * Does it lend itself to developing a clear strategy for making the vision possible? * Does it lead to hard choices? * Is it worth fighting for? |
| **Domain #1 Strategic /Cultural Leadership**  *1b.Uses data for Informed Decision Making*  **Discussion Focus: Planning and Preparation**  **Key Point: Instructional decisions based on clear evidence, supported by data** | **Possible Guiding Questions:**   * What would be helpful for me to know about your student population? * How can we improve our school’s data management to encourage focused teaching? * In your classroom observations, do you see evidence of the items below to inform decision making regarding the instructional process: * Formative and summative assessments of student work * Varying levels of questioning based on Bloom’s Taxonomy * Oral and written responses * Active student engagement * Critical thinking * Small group instruction * Individual student conferences * Examples of exemplary student work * Rubrics to guide instruction and assessment * How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to inform your decision making? |
| **Domain #1: Strategic/Cultural Leadership**  *1c. Builds a Collaborative and Empowering Work Environment*  **Discussion Focus:**  **School Environment and Delivery of Service**  **Key Point:**  **Involves teachers in the design and implementation of important decisions and policies** | **Possible Guiding Questions:**   * How do teachers in your school have a voice in decisions? * Describe the work your leadership team does. * What do you do to nurture a climate of trust and continuous improvement in your school? * How are your teachers involved in the planning and assessment of your school’s goals? * What opportunities have you used to engage your teachers in building a collaborative and empowering work environment? |
| **Domain #1: Strategic/Cultural Leadership**  *1d. Leads Change Efforts for Continuous Improvement*  **Discussion Focus:**  **Planning and Preparation/School Environment**  **Key Point:**  **Instructional Leadership** | **Possible Guiding Questions:**   * Describe any innovative and effective instructional initiatives you are doing or have done this year. * What strategic framework guides you (i.e. Kotter’s Leading Change) as you adapt to shifting conditions? * How have you helped your teachers to become more effective instructors? * What is your greatest barrier to increased student achievement and what efforts are you making to remove that barrier? * How are you helping your teachers to be experts in their curriculum? * What safety nets do you have in place to support teachers/ students? * What have you done this year to stay current on research related to student achievement? * What benchmarks do you have in place to encourage continuous academic improvement? * How are resources allocated? |
| **Domain #1: Strategic/Cultural Leadership**  *1e. Celebrates Accomplishments and Acknowledges Failures*  **Discussion Focus:**  **School Environment/Delivery of Service**  **Key Point:**  **Setting priorities, benchmarking successes and evaluating strategies for constructive decision-making** | **Possible Guiding Questions:**   * What is the goal setting process in your school? * How do you determine fidelity to those goals? * Tell me some ways you celebrate achievements in your school? ( student, teacher, school wide) * Describe an initiative that was not successful. How did you redirect your efforts? * Do you use a consistent framework for strategic thinking? Describe it. * How do you share your successes with your peers? |

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| **Domain #2: Systems Leadership**  *2a. Leverages Human and Financial Resources*  **Discussion Focus:**  **Planning and**  **Preparation/Delivery of Service**    **Key Point:**  **Aligning goals with resources** | **Possible Guiding Questions:**   * How often do you reflect on your schedule to see what portion of your day is spent in Instructional related activities as opposed to managerial ones? * In what ways do you ensure that Faculty Meetings focus on leadership rather than management items? * How do you determine the roles of the people that make up your leadership team? * What opportunities do your most effective teachers have to share their practice? * What is your process for determining allocations of financial resources in your school? * How do you prioritize requests from your teachers? * Give me some examples of effective use of technology in your building? |
| **Domain #2: Systems Leadership**  *2b. Ensures School Safety*  **Discussion Focus:**  **Planning and Preparation/School Environment/Delivery of Service**  **Key Point:**  **A safe and secure school environment where teachers can teach and students can learn** | **Possible Guiding Questions:**   * Tell me about your school safety plan and your process of reviewing and updating it. * Does your school have a faculty safety committee and how does it operate? * Are there procedures in place that are practiced routinely for natural disasters? * Explain how your entire staff is aware of their responsibilities in emergency situations? * What are you doing to make your building secure from outside visitors? * Is there anything that you would suggest to keep our district safer? * What internal and external factors affect your school? * What procedures are in place to report and deal with: * Suspicious behavior * Bullying * Disruptive behaviors * Child abuse   How do you promote positive school-wide behavior? |

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| **Domain #2: Systems Leadership**  *2c. Complies with federal, State, and LEA Mandates*  **Discussion Focus:**  **Planning and preparation**  **Key Point:**  **Uses Federal, State and LEA regulations as guidelines in planning for student success** | **Possible Guiding Questions:**   * Describe your role in district’s comprehensive plan for increased student achievement? * Are you familiar with the plan for increased student achievement and how do your current initiatives support the plan? * Are we in compliance with Title 1 student regulations? What influence do these mandates have as you plan for instruction? * Are we in compliance with other grants/funding that we use to support our efforts? * With consideration for current initiatives, what professional development would you recommend to support compliance? * How do you use the PDE website/SAS website to learn about initiatives, program mandates and your personal status using your PPID number? |
| **Domain #2: Systems Leadership**  *2d. Establishes and Implements Expectations for Students and Staff*  **Discussion Focus:**  **School Environment**  **Key Point:**  **High Expectations for All/Student Achievement** | **Possible Guiding Questions:**   * How do you and your staff demonstrate the belief that achievement follows effort and all students are capable of increased achievement? * What safety nets do you have for struggling students? * What innovative approaches have you used this year to increase student achievement? * What processes are in place to study data and define services gaps to assist all students? |

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| **Domain #2: Systems Leadership**  *2e. Communicates Effectively and Strategically*  **Discussion Focus:**  **Planning and Preparation/School Environment**  **Key Point:**  **Goal Focused Communication** | **Possible Guiding Questions:**   * How do you assess the needs of your school as well as involve your teachers and staff in that reflection? * How do you reflect on your strategic intent and decision-making to ensure quality and continued improvement? * What efforts do you make to ensure that your teachers know and can articulate * your mission * your vision * priority goals for this year * How do you support your teachers to reach your school and district goals? * What do you do to ensure a fair, unbiased and caring environment? |
| **Domain #2: Systems Leadership**  *2f. Manages Conflict Constructively*  **Discussion Focus:**  **School Environment**  **Key Point:**  **Conflict Resolution** | **Possible Guiding Questions:**   * Are your teachers models of appropriate behavior and how do you encourage that in your school? * What procedures are in place to guarantee that consequences for bad behavior are consistent in your school? * How are problems resolved in the classroom before they escalate and require your attention? * Describe how your teachers have been prepared with the skills to support and resolve conflict? * How do you engage the challenging Teacher directly, honestly and with respect in difficult situations? * What are your strengths and weaknesses as a manager of conflict? * How do you foster an atmosphere of professional learning in your school? * How do you foster an atmosphere of professional learning in your school? |

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| **Domain #2: Systems Leadership**  *2g. Ensures a high quality, high performing staff*  **Discussion Focus:**  **School Environment**  **Key Point:**  **Staff recruitment, retention and supervision** | **Possible Guiding Questions:**   * What are the positive attributes of an effective teacher? * How do you support novice teachers who are hired to work in your building? * What do you see as your role in the hiring, transfer, retention and dismissal of teachers in your building? * What is it about that role that makes you comfortable/uncomfortable? * How have you used the data from multiple measures (School Performance Profile, Elective Data/SLOs, and Ratings/PVAAS Correlations) to ensure you have a high quality, high performing staff? |

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| **Domain # 3- Leadership for Learning**  *3a. Leads School Improvement Initiatives*  **Discussion Focus:**  **Planning and Preparation/Delivery of Service/Professional Development**  **Key Point:**  **Goals related to student achievement** | **Possible Guiding Questions:**   * What goals and priority initiatives have you identified for your school this year and how did you determine needs? * What are your specific goals related to instruction and student achievement? * How are you aligning resources both human and financial, to those resources? * What are the methods you will use to determine progress toward the goals? * What current research relates your initiative to increased student achievement? |

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| **Domain # 3- Leadership for Learning**  *3b. Aligns Curricula, Instruction, and Assessments*  **Discussion Focus:**  **Planning and Preparation/Delivery of Service**  **Key Point: Effective Alignment for Student Achievement** | **Possible Guiding Questions:**   * Describe your understanding of a standards-based system. * What have you done with your teachers to inform and reinforce the importance of alignment of curricula, instruction and assessments to ensure student achievement? * What processes are in place to ensure that your curriculum is coherent so that knowledge goes deeper at each grade level? * How do you encourage your teachers to be designers of effective instruction? * In lesson planning, do your teachers use Backward Design” (Wiggins&McTighe) to design lessons for effective instruction? * Have you and your teachers researched “Lesson Study” <http://www.tc.edu/lessonstudy/lessonstudy.html> together to help them to become more effective designers of lessons? * How do you incorporate online resources like the PDE SAS website to support and motivate effective Instruction? * How do you identify teacher leaders and support them in becoming curriculum experts? * Explain how your teachers create instruction that promotes conceptual understanding and not just factual recall. |
| **Domain # 3- Leadership for Learning**  *3c. Implements High Quality Instruction*  **Discussion Focus:**  **Planning and Preparation/Delivery of Service/Professional Development**  **Key Point:**  **Effective Classroom Instruction**  *3c Continued* | **Possible Guiding Questions:**   * Describe the evidence you observe of these practices as you observe instruction in your school: * Student engagement * Flexible grouping * Formative assessment * Differentiated instruction * Focused teaching * Relevant and rigorous lessons * Higher-order thinking and questioning * Modeling and gradual release * Inquiry learning * Cooperative learning * Opportunities for reading, writing and using technology * Connections to previous learning * How do you improve instruction that is not effective? * In what ways do you monitor teacher performance and give teachers ongoing feedback on their effectiveness and opportunities for growth? * How do you make sure that curriculum standards are being taught by the teachers and mastered by the student? * How do you capitalize on teachers’ expertise and involve them in lesson planning and peer professional development? * What are some methods of formative assessment your teachers use to determine the needs of the students in your school?   What strategies do teachers use to focus instruction to those needs to ensure student success? |
| **Domain # 3- Leadership for Learning**  *3d. Sets High Expectation for All Students*  **Discussion Focus:**  **School Environment/Delivery of Service**  **Key Point:**  **High Expectations for All Students** | **Possible Guiding Questions:**   * What do you do to encourage the belief that ALL STUDENTS are at risk of not meeting their highest potential without effective instruction? * What evidence do you see that your school is student rather than adult-centered? * How do your grouping practices provide flexibility as students master skills? * What factors do you consider before making a student referral for special services? * What options do you offer for struggling students? (i.e.) small group instruction, focused teaching, peer tutoring, after/before/summer school programs, home connections) |
| **Domain # 3- Leadership for Learning**  *3e. Maximizes Instructional Time*  **Discussion Focus:**  **Delivery of Service**  **Key Point:**  **Instructional Time Management** | **Possible Guiding Questions:**   * In developing schedules, how are your classrooms and school organized for a minimum of interruptions and transitions? * How do you plan faculty meetings around instructional as well as management goals? * What techniques do you use to guarantee that cooperative planning sessions are structured for effective use of time? * What evidence do you observe that lessons are standards driven? * How do you provide time for teachers to plan cooperatively to make connections with other content areas for increased student understanding? |

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| **Domain # 4- Professional and Community Leadership**  *4a. Maximizes Parent and Community Involvement and Outreach*  **Discussion Focus:**  **Planning and Preparation/School Environment/Delivery of Service**  **Key Point:**  **Parent and Community Involvement and Communication** | **Possible Guiding Questions:**   * How are all of the stakeholders in your school involved in determining the annual goals for your school? * What successful strategies have you used for sharing your goals with the community and aligning appropriate resources, both human and financial to support your needs? * Describe the process you use to schedule parent-teacher conferences at varying times of the year and day to accommodate working and single parents? * How do you network with organizations and people outside the school to build partnerships to help meet your school and student goals? * What opportunities do you provide for students to shine? (i.e. Student participation events, featured students at School Board Meetings) * What innovative things have you and your teachers done to make parents feel welcome in your school? |

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| **Domain # 4- Professional and Community Leadership**  *4b. Shows Professionalism*  **Discussion Focus:**  **School Environment**  **Key Point:**  **Professional Performance, Ethical Behavior, Contributing to the Profession** | **Possible Guiding Questions:**   * Describe an ethical dilemma you faced this year and how you resolved it. * What are the qualities that define you as an administrator? How do these qualities impact your school? * What professional learning have you pursued this year, and why? * Are you an active member of any community or professional organizations? Name and describe your role. * How do you communicate your professional beliefs and values to your teachers and the community at large? * What do you do to encourage respect in your communications with your staff and stakeholders? |
| **Domain # 4- Professional and Community Leadership**  4c. Supports Professional Growth  **Discussion Focus:**  **School Environment/Delivery of Service/Professional Development**  **Key Point:**  **Professional Development** | **Possible Guiding Questions:**   * What strategies do you use to continually expose your teachers to ideas and research that contribute to effective learning? How do you stay informed? * How do you systemically engage staff in discussions about current research and theory? * How do you and your teachers share current research on learning and effective practice? * How do you assess your school’s needs for professional development? * Once you’ve determined your priorities, what are your steps toward matching your goals with a plan for professional development to support them? * What kind of orientation and mentoring do you provide for new teachers? * In your job, you are sometimes in difficult situations. Can you tell me about such a time and how you were able to speak to someone directly with honesty and respect to work toward a solution? |